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-Commonwealth of Kentucky-

SCHOOL REPORT CARD for the 2006-2007 school year



Camden Station Elementary School

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School Enrollment: 531

Our School Council

Katie Herms	Kimberly Moll
Martin Gilkey	Terri Beard
Stephanie McHenry	Joan Treolo
MariAnn Arnold	

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

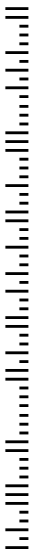
About Our School: The staff, parents, and students of Camden Station Elementary work together to create a warm and caring environment that affords each child the opportunity to develop academically, socially, emotionally and aesthetically. Our curriculum Frameworks are aligned to assist us in meeting the needs of our P1/P2, P3/P4, and intermediate students. We offer fewer transitions during the primary years by grouping our P1/P2 students and our P2/P4 students. In effect, the children have two teachers during their first four years of Primary School. All students at Camden Station participate in a Related Arts schedule that offers Physical Education, Music, Art and Computer. Two Emotional Behavior Disorder classrooms and one Functional Mental Disability classroom are housed at Camden Station. Intelligent Classroom systems are installed in every classroom, and a climbing wall, high-ropes course, and Orff instruments enhance the learning experiences for the children.

How Our School Ensures Educational Equity: Camden Stations Comprehensive Improvement Plan contains an equity component that guarantees educational opportunities for all students. We strive to meet the education, social, and emotional needs of each child. This is accomplished through differentiated and individualized instruction as well as services provided from specialists in the areas of Gifted and Talented, English Language Learners, Special Education and ESS staff. To address the academic remediation measures mandated by the No Child Left Behind Act, Camden Station has developed tier intervention strategies and a daily intervention block to bridge the achievement gap between the regular education population and designated categories that include Special Education and male versus female.

Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

CBP000007

TO THE PARENTS OF:



Other Important Information About Our School

State Contest Results: Over the past few years students at Camden Station Elementary have earned state recognition in the PTA Reflections Contest in visual arts, dance, literature and music. Camden Station was designated a Kentucky Pacesetter School and a Kentucky Welcoming School.

Extracurricular Activities: Camden Station Elementary offers a variety of extracurricular activities that include basketball, cross country, open art studio, newscast, chorus, Governors Cup academic team, cheerleading and a student technology club.

Awards & Recognitions: Camden Station Elementary was designated the Top Performing School for 2003-2004 by Box Tops for Education, and seven of our teachers have received National Board certification. We have the 2003 WHAS Excel winner, the 2006 Joy Bale Boone Poetry winner, the 2003 Wal-Mart Teacher of the Year and the 2001 Kentucky K-5 Physical Education Teacher of the Year employed here.

What We are Doing to Improve: The Camden Station Comprehensive School Improvement Plan consists of strategies to assist the staff in moving our students to proficiency. A few of the strategies include participation in a full-collaboration model at the intermediate levels, master schedules which accommodate special education opportunities, a school-wide literacy block, ESS during the school day, and a school-wide intervention block during the school day.

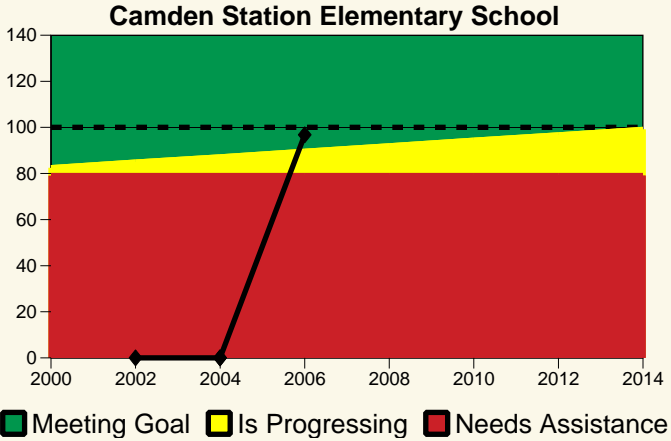
Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	260	102.98	260	104.17
White	251	102.68	251	104.36
African American	4	NA	4	NA
Asian	NA	NA	NA	NA
Hispanic	2	NA	2	NA
Free/Red. Lunch	40	NA	40	NA
Non-Free/Red. Lunch	220	106.41	220	107.55
Limited English	1	NA	1	NA
Non-Limited English	259	103.07	259	104.2
Disability	53	82.18	53	76.28
No Disability	207	108.32	207	111.33
Male	132	98	132	101.78
Female	128	108.12	128	106.66
Students Excluded	0	NA	0	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Commonwealth Accountability Testing System

Our School Growth Chart: This chart starts with our school’s baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	82.5		
2002	84.9	79.1	
2004	87.2	79.1	
2006	89.6	79.1	96.8
2008	92.0	79.1	
2010	94.4	79.1	
2012	96.7	79.1	
2014	99.1	79.1	
Standard Error: 0.9			

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PL/VS
		Elm	Elm	4th	Elm	5th	5th	4th
Novice	School	3%	7%	6%	1%	4%	4%	13%
	District	4%	7%	4%	2%	4%	7%	11%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	15%	16%	17%	30%	15%	6%	10%
	District	17%	19%	18%	28%	24%	17%	14%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient/ Distinguished	School	82%	78%	77%	69%	82%	90%	77%
	District	79%	74%	78%	69%	72%	76%	75%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	103	104.2	106.5	93.1	97.7	112.8	91.3
	District	101.6	102	106.6	94.3	96.9	104	91
	State	95.6	90.5	95.9	88.1	88.5	83.6	86.8

NRT/Readiness Assessment: The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	69%	77%
Mathematics	60%	78%
English	67%	%
Science	75%	%
Composite	68%	%
Name of NRT	Iowa Tests of Basic Skills	

Other Measures: The third component of CATS is our school’s performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate
School	96.4%	0%
District	96%	1.2%
State	94.6%	2.9%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and

Weapons Detection: Camden Station staff spends a great deal of time educating the students on safe school issues such as reporting threats, peer intimidation, and any unusual activity that they may notice.

In addition, all staff are trained in school safety procedures, participate in regular fire, tornado, earthquake, bus derailment, and intruder drills throughout the year. Each classroom is equipped with a safety backpack that contains a class roster, and first aid kit. All visitors are required to pass through an administrators office in order to access the classrooms.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5095	20:1	3.9:1	100%
District	\$7985	18:1	3.8:1	91.9%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Teachers integrate technology into various types of instruction through multimedia projectors, document cameras, DVD/VCR, voice amplification systems, and wireless interactive whiteboards and/or tablets. Each classroom has at least two computers with Internet and network accessibility. Camden Station also provides scanners, digital cameras, video editing software, and a computer lab equipped with twenty-six workstations. Camden Stations website includes links to educational websites, computer tutorials, classroom websites and other resources.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	100	42	7	3129

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	0%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	5%	2%
Average Years of Teaching Experience	11.3	10.7	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	17.2%	41.4%	41.4%	0%	0%	100%